

**Texas Education Agency
Standard Application System (SAS)**

2014–2017 Texas Title I Priority Schools, Cycle 3

Program authority:	P.L. 107-110 ESEA, as amended by the NCLB Act of 2001, Section 1003(g)	FOR TEA USE ONLY Write NOGA ID here: <div style="border: 1px solid black; padding: 5px; transform: rotate(-90deg); transform-origin: center;"> RECEIVED TEXAS EDUCATION AGENCY 2014 MAY 20 PM 1:19 DOCUMENT CONTROL CENTER DISCRETIONARY GRANTS </div>
Grant period:	August 1, 2014 – July 31, 2017. Pre-award costs permitted from grant preliminary award date to July 31, 2014.	
Application deadline:	5:00 p.m. Central Time, May 20, 2014	
Submittal information:	Six complete copies of the application, at least three with original signature (blue ink preferred), must be received no later than the aforementioned time and date at this address: <div style="text-align: center;"> Document Control Center, Division of Grants Administration Texas Education Agency 1701 North Congress Ave Austin TX 78701-1494 </div>	
Contact information:	Shayna Ortiz Sheehan: shayna.sheehan@tea.state.tx.us; (512) 463-2617	

Schedule #1—General Information

Part 1: Applicant Information

Organization name Beeville ISD	Vendor ID #	Mailing address line 1 Beeville ISD	
Mailing address line 2 210 North St. Mary's	City Beeville	State TX	ZIP Code 78102
County- District #	Campus number and name 104	ESC Region # 2	US Congressional District # 15
		DUNS # 091691923	

Primary Contact

First name Sue	M.I.	Last name Thomas	Title Superintendent
Telephone # 361-358-7111		Email address sthomas@beevilleisd.net	FAX # 361-358-7837

Secondary Contact

First name Susana	M.I.	Last name Garza	Title Director of Curriculum and Instruction
Telephone # 361-358-7111		Email address sgarza@beevilleisd.net	FAX # 361-358-7837

Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

Authorized Official:

First name Sue	M.I.	Last name Thomas	Title Superintendent
Telephone # 361-358-7111		Email address sthomas@beevilleisd.net	FAX # 361-358-7837
Signature (blue ink preferred)			Date signed

Sue Thomas

5/19/2014

Only the legally responsible party may sign this application.

Schedule #1—General Information

County-district number or vendor ID: 013-901

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8	Professional and Contracted Services (6200)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
9	Supplies and Materials (6300)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
10	Other Operating Costs (6400)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
11	Capital Outlay (6600/15XX)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
18	Equitable Access and Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>

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By TEA staff person:

Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 013-901

Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		
No program-related attachments are required for this grant.		

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>program guidelines for this grant</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all <u>General Provisions and Assurances</u> requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification</u> requirements.
<input checked="" type="checkbox"/>	I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all <u>Lobbying Certification</u> requirements.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with <u>No Child Left Behind Act of 2001 Provisions and Assurances</u> requirements.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 013-901

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurances that if it receives TTIPS funds to serve one or more campus that it will ensure that each campus receives all of the state and local funds it would have received in the absence of the TTIPS grant funds. As a result, an LEA must provide a TTIPS grantee campus all of the non-Federal funds the campus would have received were it not a TTIPS grantee campus, and TTIPS funds must supplement the <i>amount</i> of those non-Federal funds. Note, however, that the campus does not need to demonstrate that TTIPS funds are used only for activities that supplement those activities the campus would otherwise provide with non-Federal funds.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	<p>The LEA provides assurance that it will meet the following federal requirements:</p> <ul style="list-style-type: none"> A. Use its School Improvement Grant to implement fully and effectively an intervention in each Priority or Tier I and Tier II school that the LEA commits to serve consistent with the final requirements. B. Establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final requirements in order to monitor each Priority or Tier I and Tier II school that it serves with school improvement funds, and establish goals (approved by the SEA) to hold accountable its Tier III schools that receive school improvement funds. C. If it implements a restart model in a Priority, Tier I or Tier II school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements. D. Monitor and evaluate the actions a school has taken, as outlined in the approved SIG application, to recruit, select and provide oversight to external providers to ensure their quality. E. Monitor and evaluate the actions schools have taken, as outlined in the approved SIG application, to sustain the reforms after the funding period ends and that it will provide technical assistance to schools on how they can sustain progress in the absence of SIG funding. F. Report to the SEA the school-level data required under section III of the final requirements.
4.	The LEA provides assurance that it will participate in any evaluation of the grant conducted by the U.S. Department of Education, including its contractors, or the Texas Education Agency, including its contractors.
5.	<p>If the LEA/campus selects to implement the turnaround model, the campus must implement the following federal requirements.</p> <ul style="list-style-type: none"> A. Replace the principal and grant the new principal sufficient operational flexibility (including in staffing, calendars/time, and budgeting) to implement fully a comprehensive approach in order to substantially improve student achievement outcomes and increase high school graduation rates; B. Use locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students; <ul style="list-style-type: none"> 1. Screen all existing staff and rehire no more than 50 percent; and 2. Select new staff. C. Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in the turnaround school; D. Provide staff ongoing, high-quality, job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies;

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Schedule #2—Required Attachments and Provisions and Assurances	
County-district number or vendor ID: 013-901	
Amendment # (for amendments only):	
Part 3: Program-Specific Provisions and Assurances	
#	Provision/Assurance
5.	<p>E. Adopt a new governance structure, which may include, but is not limited to, requiring the school to report to a new "turnaround office" in the LEA or SEA, hire a "turnaround leader" who reports directly to the Superintendent or Chief Academic Officer, or enter into a multi-year contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability;</p> <p>F. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards;</p> <p>G. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students;</p> <p>H. Establish schedules and implement strategies that provide increased learning time (as defined in this notice); and</p> <p>I. Provide appropriate social-emotional and community-oriented services and supports for students.</p>
6.	<p>If the LEA/campus selects to implement the school closure model, the campus must implement the following requirement.</p> <p>A. Enroll the students who attended that school in other schools in the LEA that are higher achieving within reasonable proximity to the closed school and may include, but are not limited to, charter schools or new schools for which achievement data are not yet available.</p> <p>B. A grant for school closure is a one-year grant without the possibility of continued funding.</p>
7.	<p>If the LEA/campus selects to implement the restart model, the campus must implement the following federal requirements.</p> <p>A. Convert or close and reopen the school under a charter school operator, a charter management organization (CMO), or an education management organization (EMO) that has been selected through a rigorous review process. A CMO is a non-profit organization that operates or manages charter schools by centralizing or sharing certain functions and resources among schools. An EMO is a for-profit or non-profit organization that provides "whole-school operation" services to an LEA.</p> <p>B. Enroll, within the grades it serves, any former student who wishes to attend the school.</p>
8.	<p>If the LEA/campus selects to implement the transformation model, the campus must implement the following federal requirements.</p> <p>1. Develop and increase teacher and school leader effectiveness.</p> <p>(A) Replace the principal who led the school prior to commencement of the transformation model;</p> <p>(B) Use rigorous, transparent, and equitable evaluation systems for teachers and principals that--</p> <p>1. Take into account data on student growth as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates; and</p> <p>2. Are designed and developed with teacher and principal involvement;</p> <p>(C) Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so;</p> <p>(D) Provide staff ongoing, high-quality, job-embedded professional development (e.g., regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies; and</p> <p>(E) Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation school.</p>
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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 013-901

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances

#	Provision/Assurance
8.	<p>2. Comprehensive instructional reform strategies.</p> <p>(A) Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards; and</p> <p>(B) Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.</p> <p>3. Increasing learning time and creating community-oriented schools.</p> <p>(A) Establish schedules and strategies that provide increased learning time; and</p> <p>(B) Provide ongoing mechanisms for family and community engagement.</p> <p>4. Providing operational flexibility and sustained support.</p> <p>(A) Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates; and</p> <p>(B) Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO).</p>
9.	An LEA with nine (9) or more priority schools, may not implement the Transformation Model in more than 50 percent of those schools.
10.	The applicant provides assurance that the LEA will designate an individual or office with primary responsibilities for supporting the LEA/campus' school improvement efforts. This individual/office will have primary responsibility and authority for ensuring the effective implementation of the grant option approved by TEA; serve as the district liaison to TEA and those providing technical assistance and/or contracted service to the LEA/campus as part of the approved grant. The applicant also provides assurance that TEA will be notified immediately of any changes to this contact.
11.	The applicant provides assurance that a team from the grantee LEA/campus will attend and participate in grant orientation meetings, technical assistance meetings, and other periodic meetings of grantees, the Advancing Improvements in Education Conference, and sharing of best practices.
12.	The applicant provides assurances that it will participate in and make use of technical assistance and coaching support provided by TEA and/or its subcontractors.
13.	The applicant will establish or provide evidence of a system of formative assessment aligned to the Texas Essential Knowledge and Skills which provides robust, targeted data to evaluate the effectiveness of the LEA's curriculum and its alignment with instruction occurring on the campus; assesses progress on student groups' academic achievement at the campus level; and guide instructional decisions by teachers for individual students.
14.	The applicant will participate in a formative assessment of the LEA's capacity and commitment to carry out the grant intervention models.
15.	The applicant will provide access for onsite visits to the LEA and campus by TEA and its contractors.
16.	The applicant, if selecting the Restart Model, agrees to contract only with CMO or EMO providers on the State's approved list of CMO and EMO providers.
17.	The applicant, if selecting the Turnaround Model or Transformation Model agrees to the participation of the campus principal or principal candidates in a formative assessment of their turnaround leadership capacity.

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Part 3: Program-Specific Provisions and Assurances

#	Provision/Assurance
18.	<p>The LEA/campus assures TEA that data to meet the following federal requirements will be available and reported as requested.</p> <ul style="list-style-type: none"> A. Number of minutes within the school year. B. Average scale scores on State assessments in reading/language arts and in mathematics, by grade, for the "all students" group, for each achievement quartile, and for each subgroup.(ethnicity, sex, disability status, LEP status, economically disadvantaged status, migrant status) C. Number and percentage of students completing advanced coursework (e.g., AP/IB) early-college high schools, dual enrollment classes, or advanced coursework and dual enrollment classes. (High Schools Only) D. College enrollment rates. (High Schools Only) E. Teacher Attendance Rate F. Student Attendance Rate G. Student Completion Rate H. Student Drop-Out Rate I. Locally developed competencies created to identify teacher strengths/weaknesses J. Types of support offered to teachers K. Types of on-going, job-embedded professional development for teachers L. Types of on-going, job-embedded professional development for administrators M. Strategies to increase parent/community involvement N. Types of strategies which increase student learning time O. Number of teachers and principals at each performance level (proficient/non-proficient) used in the district evaluation systems for assigning teacher and principal performance ratings.

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Schedule #4—Request for Amendment

County-district number or vendor ID: 013-901

Amendment # (for amendments only):

Part 1: Submitting an Amendment

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail **or** by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Division of Grants Administration, Texas Education Agency, 1701 N. Congress Ave., Austin, TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-7915.

The last day to submit an amendment to TEA is listed on the [TEA Grant Opportunities](#) page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

Part 2: When an Amendment Is Required

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend" guidance posted in the Amendments section of the Division of Grants Administration [Grant Management Resources](#) page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

Part 3: Revised Budget

			A	B	C	D
#	Schedule #	Class/ Object Code	Grand Total from Previously Approved Budget	Amount Deleted	Amount Added	New Grand Total
1.	Schedule #7: Payroll	6100	\$	\$	\$	\$
2.	Schedule #8: Contracted Services	6200	\$	\$	\$	\$
3.	Schedule #9: Supplies and Materials	6300	\$	\$	\$	\$
4.	Schedule #10: Other Operating Costs	6400	\$	\$	\$	\$
5.	Schedule #11: Capital Outlay	6600/ 15XX	\$	\$	\$	\$
6.	Total direct costs:		\$	\$	\$	\$
7.	Indirect cost (%):		\$	\$	\$	\$
8.	Total costs:		\$	\$	\$	\$

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Schedule #4—Request for Amendment (cont.)

County-district number or vendor ID: 013-901

Amendment # (for amendments only):

Part 4: Amendment Justification

Line #	# of Schedule Being Amended	Description of Change	Reason for Change
1.			
2.			
3.			
4.			
5.			
6.			
7.			

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 013-901

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Beeville ISD is a rural, economically disadvantaged school district located between Victoria and Corpus Christi, Texas, at the intersection of Highways 59 and 181. Thomas Jefferson Elementary is an intermediate school that serves all the fifth- and sixth-grade students in the school district and has been identified as a priority school.

In developing a plan for addressing the systemic failures at Thomas Jefferson a comprehensive needs assessment which evaluated a multiple sources of data was conducted. The needs assessment and program planning involved **80% of Thomas Jefferson teachers and staff; twenty-five (25) parents, eighteen (18) students and three (3) external evaluators. The magnitude and the severity of the problem(s) encountered by Thomas Jefferson are significant and are reflected in the low overall ranking of the school in math, science and ELA.**

Beeville is a small town with urban inner city problems such as: gang issues, bullying, child abuse, sexual abuse, substance abuse, generational poverty, teenage parents, single parent households, blended families, foster care, children living with non-parents, emotional disturbance, poor nutrition, and/or childhood diabetes. Beeville's student population is economically disadvantaged with 83% of the students qualifying for free or reduced lunch.

Beeville ISD has five state and federal prisons in its service area. In any given grade level, **between 15% and 20% of the children have one or more parent incarcerated**, and an even higher percentage exists of children with a parent or close relative who are incarcerated. (One percent of children in the average U.S. population have an incarcerated parent.) The number of students in the fifth- and sixth-grade with adjudicated offenses is indicative of the systemic nature of the generational problems faced at Thomas Jefferson. The TIPS program will utilize a variety of interventions, imbedded professional development opportunities, high-engagement curriculum and support structures to address the needs.

The average child enters Beeville schools in pre-k or kindergarten language-deficient or delayed. By the time students enter Thomas Jefferson, a significant number have experienced multiple failures and are disinterested and disengaged. The school climate is inhospitable and discipline issues are frequent, with enforcement and consequences often seen as arbitrary and capricious. The lack of leadership and direction is palpable. The intermediate campus is seen as the tipping point for the district and transformation at Thomas Jefferson is critical to the overall health of the district and community. **Specific gaps, barriers, and weaknesses have contributed to the lack of student achievement at the campus including:** Thomas Jefferson teachers are mostly certified as elementary generalists and lack a math and science background. Pedantic teaching strategies, a focus on test scores and a reliance on worksheets have resulted in a bored, disengaged student base. **Student engagement** is seen as crucial to transforming the school.

Key faculty members who have exhibited leadership and teaching strengths have **bought into the transformation model** and the proposed program. The remaining faculty has potential to be a part of the transformation of the school with staff development, tools and resources. The school will start with a **new principal** in the summer 2014, who has experience and success in developing a winning team. Esprit de corps will go a long way to building a positive school climate. **Love and Logic®**, a behavioral modification method, has been successfully implemented in the afterschool program; teachers, parents and children have supported its implementation for next year at Thomas Jefferson to help address school climate issues. TTIPs will be utilized to **address low performance academic areas** by :

Improve Academic Performance

1. Provide content-specific instructional coaches to assist teachers in developing and delivering high quality lessons to ensure that instruction, assessment, and curriculum standards are fully aligned. (Schlechty Model)
2. Use clear, comprehensive teaching standards that are developed and supported by the teaching staff.
3. Provide sufficient planning time and resources to meet the goals of high quality and high engagement.
4. Increase the instructional day for CORE academic areas; and expand fine and performing arts.

Increase the use of quality data to drive instruction

1. Transformational Restructuring Summer (TRS) Institute to develop data-driven strategies and plans for instruction
2. Provide external evaluation for formative assessment for continual program improvement.
3. Provide quarterly opportunities for teachers to review formative data to adjust or enhance instruction
4. Provide resources to develop and implement an academic RTI process for struggling students
5. Each Quarter TAMU-CC Evaluation team will lead a campus debriefing for continuous program improvement.

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Schedule #5—Program Executive Summary (cont.)

County-district number or vendor ID: 013-901

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Increase leadership effectiveness

1. Establish a campus leadership team starting with the new principle and key faculty members
2. Implement the Schlechty Model to develop leader and teacher effectiveness
3. Develop leadership skills of the principal, staff and faculty members through embedded staff training.
4. Provide operational flexibility to the campus from the district and to the classroom from the principal.

Increase learning time

1. Extend the campus schedule formally by 30 minutes to provide enrichment and hands-on instructional practices throughout the day
2. Use flex scheduling to start coaching/ intervention at 7:00 a.m. in response to parents request for a.m. services and flex scheduling to provide intervention and coaching services after the school day (4:00 pm)
3. Implement research-based effective strategies in an extended-year session for struggling students

Increase parent/community involvement

1. Provide learning opportunities for parents, and expand times and ways parents can become involved.
2. Improve climate and culture of school to be welcoming of parents

Improve school climate

1. Implement Love and Logic® strategies to support positive behavior choices
2. Contract with an LPC to provide staff development, family and group counseling and to develop local community service agencies partnerships to provide support in meeting social and emotional needs for long-term sustainability

Increase teacher quality

1. Contract with Texas A&M-CC, as lead partner organization, to provide staff ongoing, high-quality, job-embedded professional development (regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies
2. Texas A&M-CC will assist the teachers and administration to develop an evaluation and incentive system that identifies and rewards school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so. Incentives may be monetary: stipend, access to additional classroom supplies and equipment money; or access to additional professional development opportunities; may involve professional opportunities, flexible work conditions etc.
3. Provide pre-service teachers as interns to assist teachers with routine clerical tasks, freeing teachers' time to create high-quality lessons, and providing a recruitment opportunity for future teaching staff.

The district commits to give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates; and ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, and the designated external lead partner organization (TAMU-CC).

TAMU-CC assists the district in developing processes for providing on-going monitoring of grant activities to ensure continuous improvement, including formative evaluation and data collection methods, including how they will be used to improve instruction. Monitoring methods are embedded within grant activities to ensure continuous improvement. Strong components of formative evaluation exist as well as qualitative and quantitative data collection methods. **The project reflects up-to-date knowledge from proven research and effective best practices.**

TAMU-CC Graduate Studies in Ed Dept, as lead partner, will provide TRS (Transformation and Restructuring Services) through an academic team, a leadership team, an External Evaluation Team and a Visiting Professor curriculum specialist who will be housed on the campus. The University will provide Masters level courses towards a degree in Curriculum and Instruction on Thomas Jefferson Campus each fall and spring; Embedded Professional Development Opportunities including leading the TRS summer institute; sustained ongoing support, campus based coaching, individual and academic team conferences, and provide housing for participants to attend the summer programming at the University. The Lead partner will ensure that all seven CFS components are addressed, monitored, evaluated and undergo continuous improvement.

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Schedule #6—Program Budget Summary						
County-district number or vendor ID: 013-901			Amendment # (for amendments only):			
Program authority: P.L.107-110 ESEA, as amended by the NCLB Act of 2001, Section 1003(g)						
Project period: August 1, 2014 – July 31, 2017. Pre-award costs permitted from grant preliminary award date to July 31, 2014.			Fund code: 276			
Budget Summary						
Schedule #	Title	Class/ Object Code	3-Year Program Cost	3-Year Admin Cost	3-Year Total Budgeted Cost	Pre-Award
Schedule #7	Payroll Costs (6100)	6100	\$1,841,653	\$51,000	\$1,892,653	\$
Schedule #8	Professional and Contracted Services (6200)	6200	\$765,000	\$	\$765,000	\$
Schedule #9	Supplies and Materials (6300)	6300	\$505,000	\$	\$505,000	\$
Schedule #10	Other Operating Costs (6400)	6400	\$80,000	\$	\$80,000	\$
Schedule #11	Capital Outlay (6600/15XX)	6600/ 15XX	\$40,000	\$	\$ 40,000	\$
Total direct costs:			\$3,231,653	\$51,000	\$3,282,653	\$
Percentage% indirect costs (see note):			N/A	\$	\$	\$
Grand total of budgeted costs (add all entries in each column):			\$3,231,653	\$51,000	*\$3,282,653	\$
Administrative Cost Calculation						
Enter the total grant amount requested:					\$3,282,653	
Percentage limit on administrative costs established for the program (5%):					× .05	
Multiply and round down to the nearest whole dollar. Enter the result.					\$164,133	
This is the maximum amount allowable for administrative costs, including indirect costs:						

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application.

Annual Budget Breakdown			
Year 1	Year 2	Year 3	3-Year Total Budget Request
\$1,190,265	\$1,195,143	\$897,245	\$3,282,653

Note: No more than \$2,000,000 per year may be requested. *Total Budget Request above must match.

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Schedule #7—Payroll Costs (6100)						
County-district number or vendor ID: 013-901			Amendment # (for amendments only):			
Employee Position Title			Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Grant Amount Budgeted	Pre-Award
Academic/Instructional						
1	Teacher		7		\$819,481	\$
2	Educational aide/Pre-service interns		8		\$135,000	\$
3	Tutor				\$	\$
Program Management and Administration						
4	Project director				\$	\$
5	Project coordinator				\$	\$
6	Teacher facilitator				\$	\$
7	Teacher supervisor				\$	\$
8	Secretary/administrative assistant		1		\$51,000	\$
9	Data entry clerk				\$	\$
10	Grant accountant/bookkeeper				\$	\$
11	Evaluator/evaluation specialist				\$	\$
Auxiliary						
12	Counselor			1	\$75,375	\$
13	Social worker				\$	\$
14	Community liaison/parent coordinator				\$	\$
Other Employee Positions						
21					\$	\$
22	Title				\$	\$
23	Title				\$	\$
24	Subtotal employee costs:				\$1,080,856	\$
Substitute, Extra-Duty Pay, Benefits Costs						
25	6112	Substitute pay			\$ 30,000	\$
26	6119	Professional staff extra-duty pay/Incentive			\$397,500	\$
27	6121	Support staff extra-duty pay			\$109,296	\$
28	6140	Employee benefits			\$275,001	\$
29	61XX	Tuition remission (IHEs only)			\$	\$
30	Subtotal substitute, extra-duty, benefits costs				\$811,797	\$
31	3-Year Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):				\$1,892,653	\$

For guidance on when to submit an amendment for changes to salary amounts in line items and a list of unallowable costs, see the guidance posted in the "Amendments" and "Grant Management Resources" sections of the Division of Grants Administration [Grant Management Resources](#) page.

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Schedule #8—Professional and Contracted Services (6200)

County-district number or vendor ID: 013-901

Amendment # (for amendments only):

NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.

Expense Item Description		Grant Amount Budgeted	Pre-Award
6269	Rental or lease of buildings, space in buildings, or land Specify purpose:	\$	\$
6299	Contracted publication and printing costs (specific approval required only for nonprofits) Specify purpose:	\$	\$
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		\$	\$

Professional Services, Contracted Services, or Subgrants Less Than \$10,000

#	Description of Service and Purpose	Check If Subgrant	Grant Amount Budgeted	Pre-Award
1		<input type="checkbox"/>	\$	\$
2		<input type="checkbox"/>	\$	\$
3		<input type="checkbox"/>	\$	\$
4		<input type="checkbox"/>	\$	\$
5		<input type="checkbox"/>	\$	\$
6		<input type="checkbox"/>	\$	\$
7		<input type="checkbox"/>	\$	\$
8		<input type="checkbox"/>	\$	\$
9		<input type="checkbox"/>	\$	\$
10		<input type="checkbox"/>	\$	\$

b. Subtotal of professional services, contracted services, or subgrants less than \$10,000:

\$

\$

Professional Services, Contracted Services, or Subgrants Greater Than or Equal to \$10,000

Specify topic/purpose/service: Texas A&M – C.C.		<input type="checkbox"/> Yes, this is a subgrant	
Describe topic/purpose/service:			
Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted	Pre-Award
1	Contractor's payroll costs: # of positions: 7	\$340,000	\$
	Contractor's subgrants, subcontracts, subcontracted services	\$	\$
	Contractor's supplies and materials	\$ 60,000	\$
	Contractor's other operating costs Tuition, fees, travel	\$ 290,000	\$
	Contractor's capital outlay (allowable for subgrants only)	\$	\$
Total budget:		\$690,000	\$

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Schedule #8—Professional and Contracted Services (6200) (cont.)

County-District Number or Vendor ID: 013-901		Amendment number (for amendments only):	
Professional Services, Contracted Services, or Subgrants Greater Than or Equal to \$10,000 (cont.)			
2	Specify topic/purpose/service: Loving Logic		<input type="checkbox"/> Yes, this is a subgrant
	Describe topic/purpose/service: Staff Development and Student Discipline		
	Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted
			Pre-Award
	Contractor's payroll costs:	# of positions:	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$
	Contractor's supplies and materials		\$
	Contractor's other operating costs		\$30,000
Contractor's capital outlay (allowable for subgrants only)		\$	
Total budget:		\$30,000	\$
3	Specify topic/purpose/service: LPC counseling group		<input type="checkbox"/> Yes, this is a subgrant
	Describe topic/purpose/service: Family Therapy/group therapy/staff development/social service provider network		
	Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted
			Pre-Award
	Contractor's payroll costs:	# of positions: 3	\$45,000
	Contractor's subgrants, subcontracts, subcontracted services		\$
	Contractor's supplies and materials		\$
	Contractor's other operating costs		\$
Contractor's capital outlay (allowable for subgrants only)		\$	
Total budget:		\$45,000	\$
4	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant
	Describe topic/purpose/service:		
	Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted
			Pre-Award
	Contractor's payroll costs:	# of positions:	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$
	Contractor's supplies and materials		\$
	Contractor's other operating costs		\$
Contractor's capital outlay (allowable for subgrants only)		\$	
Total budget:		\$	\$
5	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant
	Describe topic/purpose/service:		
	Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted
			Pre-Award
	Contractor's payroll costs:	# of positions:	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$
	Contractor's supplies and materials		\$
	Contractor's other operating costs		\$
Contractor's capital outlay (allowable for subgrants only)		\$	
Total budget:		\$	\$

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Schedule #8—Professional and Contracted Services (6200) (cont.)

County-District Number or Vendor ID: 013-901		Amendment number (for amendments only):	
Professional Services, Contracted Services, or Subgrants Greater Than or Equal to \$10,000 (cont.)			
6	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant
	Describe topic/purpose/service:		
	Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted
			Pre-Award
	Contractor's payroll costs:	# of positions:	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$
	Contractor's supplies and materials		\$
	Contractor's other operating costs		\$
Contractor's capital outlay (allowable for subgrants only)		\$	
Total budget:		\$	\$
7	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant
	Describe topic/purpose/service:		
	Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted
			Pre-Award
	Contractor's payroll costs:	# of positions:	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$
	Contractor's supplies and materials		\$
	Contractor's other operating costs		\$
Contractor's capital outlay (allowable for subgrants only)		\$	
Total budget:		\$	\$
8	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant
	Describe topic/purpose/service:		
	Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted
			Pre-Award
	Contractor's payroll costs:	# of positions:	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$
	Contractor's supplies and materials		\$
	Contractor's other operating costs		\$
Contractor's capital outlay (allowable for subgrants only)		\$	
Total budget:		\$	\$
c. Subtotal of professional services, contracted services, and subgrants greater than or equal to \$10,000:		\$	\$
a. Subtotal of professional services, contracted services, and subgrant costs requiring specific approval:		\$765,000	\$
b. Subtotal of professional services, contracted services, or subgrants less than \$10,000:		\$	\$
c. Subtotal of professional services, contracted services, and subgrants greater than or equal to \$10,000:		\$	\$
d. Remaining 6200—Professional services, contracted services, or subgrants that do not require specific approval:		\$	\$
(Sum of lines a, b, c, and d) 3-Year Grand total		\$765,000	\$

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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Schedule #9—Supplies and Materials (6300)							
County-District Number or Vendor ID: 013-901					Amendment number (for amendments only):		
Expense Item Description							
6399	Technology Hardware—Not Capitalized						
	#	Type	Purpose	Quantity	Unit Cost	Grant Amount Budgeted	Pre-Award
	1	Tablets	Student Use	200	\$ 450	\$122,500	\$
	2	3-D printer	Student Use	1	\$4500		
	3	Pottery Wheels	Student Use	5	\$1500		
	4	Tablet storage/power	Student Use	8	\$2000		
5	Large format printer	Student Use	1	\$4500			
6399	Technology software—Not capitalized					\$	\$
6399	Supplies and materials associated with advisory council or committee					\$	\$
Subtotal supplies and materials requiring specific approval:						\$122,500	\$
Remaining 6300—Supplies and materials that do not require specific approval:						\$382,500	\$
3-Year Grand total:						\$505,000	\$

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.9

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Schedule #10—Other Operating Costs (6400)			
County-District Number or Vendor ID: 013-901		Amendment number (for amendments only):	
Expense Item Description		Grant Amount Budgeted	Pre-Award
6411	Out-of-state travel for employees (includes registration fees)	\$30,000	\$
	Specify purpose: Key Leadership Team – Grant Required Conference(s)		
6412	Travel for students (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations.	\$	\$
	Specify purpose:		
6413	Stipends for non-employees (specific approval required only for nonprofit organizations)	\$	\$
	Specify purpose:		
6419	Travel for non-employees (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations	\$	\$
	Specify purpose:		
6411/ 6419	Travel costs for executive directors (6411); superintendents (6411); or board members (6419): Includes registration fees	\$	\$
	Specify purpose:		
6429	Actual losses that could have been covered by permissible insurance	\$	\$
6490	Indemnification compensation for loss or damage	\$	\$
6490	Advisory council/committee travel or other expenses	\$	\$
6499	Membership dues in civic or community organizations (not allowable for university applicants)	\$	\$
	Specify name and purpose of organization:		
6499	Publication and printing costs—if reimbursed (specific approval required only for nonprofit organizations)	\$	\$
	Specify purpose:		
Subtotal other operating costs requiring specific approval:		\$30,000	\$
Remaining 6400—Other operating costs that do not require specific approval:		\$50,000	\$
3-Year Grand total:		\$80,000	\$

In-state travel for employees does not require specific approval. Field trips consistent with grant program guidelines do not require specific approval. See [TEA Guidelines Related to Specific Costs](#) for more information about field trips. For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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Schedule #11—Capital Outlay (6600/15XX)					
County-District Number or Vendor ID: 013-901			Amendment number (for amendments only):		
15XX is only for use by charter schools sponsored by a nonprofit organization.					
#	Description/Purpose	Quantity	Unit Cost	Grant Amount Budgeted	Pre-Award
6669/15XX—Library Books and Media (capitalized and controlled by library)					
1		N/A	N/A	\$	\$
66XX/15XX—Technology hardware, capitalized					
2	STEM Engineering/Robotics Kits	4	\$10,000	\$40,000	\$
3			\$	\$	\$
4			\$	\$	\$
5			\$	\$	\$
6			\$	\$	\$
7			\$	\$	\$
8			\$	\$	\$
9			\$	\$	\$
10			\$	\$	\$
11			\$	\$	\$
66XX/15XX—Technology software, capitalized					
12			\$	\$	\$
13			\$	\$	\$
14			\$	\$	\$
15			\$	\$	\$
16			\$	\$	\$
17			\$	\$	\$
18			\$	\$	\$
66XX/15XX—Equipment, furniture, or vehicles					
19			\$	\$	\$
20			\$	\$	\$
21			\$	\$	\$
22			\$	\$	\$
23			\$	\$	\$
24			\$	\$	\$
25			\$	\$	\$
26			\$	\$	\$
27			\$	\$	\$
28			\$	\$	\$
66XX/15XX—Capital expenditures for improvements to land, buildings, or equipment that materially increase their value or useful life					
29				\$	\$
3-Year Grand total:				\$40,000	\$

For a list of unallowable costs, as well as guidance related to capital outlay, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds

County-district number or vendor ID: 013-901

Amendment # (for amendments only):

Part 1: Student Demographics. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comments section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program.

Total enrollment: 504

504

Category	Number	Percentage	Category	Percentage
African American	15	3%	Attendance rate	96%
Hispanic	410	81%	Annual dropout rate (Gr 9-12)	DNA
White	73	14%	Annual graduation rate (Gr 9-12)	DNA
Asian	1	0%	STAAR / EOC met 2013 standard, mathematics (standard accountability indicator)	DNA
Economically disadvantaged	418	83%	STAAR / EOC met 2013 standard, reading / ELA (standard accountability indicator)	DNA
Limited English proficient (LEP)	22	4 %	Students taking the ACT and/or SAT	DNA
Disciplinary placements	17	3%	Average SAT score (number value, not a percentage)	DNA
			Average ACT score (number value, not a percentage)	DNA

Comments

Beeville ISD district encompasses 5 Federal and State Prisons. The percentage of students varies by grade each year but on average **15-20% of the students served in Beeville ISD have one or more parent incarcerated** in the prison system. Social needs are underserved in the community, with parents, students and teachers not even knowing who to turn to for support. Development of community partnerships is needed, but often falls through the cracks.

A booming oil-field economy has not translated to all members of the region being better off. Many of the student's families experience trouble with finding affordable housing, causing many families to live in overcrowded conditions. Working parents count on the ACE program. Close to 45% of the children attend ACE regularly.

The number of children whose parents were teenagers when they were born is high. These parents of now pre-adolescent children often lack even rudimentary parenting skills, making the need for parent training and consistent discipline a priority. The teenage parent cycle is repetitive with grandmothers in their 20's not being uncommon.

Even with a community college located within the city limits, many students do not see college as attainable. The community experienced a decline in educational attainment between censuses, with more adults 25 or older **not having a high school degree** or equivalent in this generation than in past generations. Job skills and career planning are a much needed component. Students need training to set realistic goals and strategies to attain them.

Part 2: Teacher Demographics. Enter the data requested. If data is not available, enter DNA.

Category	Number	Percentage	Category	Number	Percentage
African American	1	3%	No degree	0	0%
Hispanic	15	46%	Bachelor's degree	32	100%
White	16	48%	Master's degree	DNA	%
Asian	1	3%	Doctorate	1	3%
1-5 years exp.	16.5	55%	Avg. salary, 1-5 years exp.	\$36,395	N/A
6-10 years exp.	2	7%	Avg. salary, 6-10 years exp.	\$36,864	N/A
11-20 years exp.	6.5	22%	Avg. salary, 11-20 years exp.	\$44,986	N/A
Over 20 years exp.	5.	16%	Avg. salary, over 20 years exp.	\$52,029	N/A

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Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)

County-district number or vendor ID: 013-901

Amendment # (for amendments only):

Part 3: Students to Be Served with Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public							257	247							
Open-enrollment charter school															
Public institution															
Private nonprofit															
Private for-profit															
TOTAL:							257	247							

Part 4: Teachers to Be Served with Grant Funds. Enter the number of teachers, by grade and type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public							16	17							
Open-enrollment charter school															
Public institution															
Private nonprofit															
Private for-profit															
TOTAL:							16	17							

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Schedule #13—Needs Assessment

County-district number or vendor ID: 013-901

Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized, data sources that were reviewed and participants (including stakeholders) in the needs assessment process. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The need assessment followed the Texas Accountability Intervention System (TAIS) needs assessment guidelines:

1. Establish purpose of Needs Assessment and Designate the planning team;
2. Gather Data;
3. Data Analysis;
4. Root Cause Analysis;
5. Prioritize Needs.

Establish purpose of Needs Assessment and Designate the planning team: The purpose of the needs assessment is to determine the obstacles to student success with the goals of 1) raising student achievement by meeting the AMOs (annual measurable objectives) in order to exit priority status; and 2) sustain student success through the development of an engaging instructional program that provides appropriate incentives and support structures.

The planning process included a **Campus planning team**, a **grant planning team** and three planning resources teams which included a **faculty team**, a **parent team** and a **student team**. The planning process started with a *top-down/outside-in* analysis, followed by a bottom-up SWOT Analysis and structured focus group discussions.

The campus planning team consisted of three teachers, campus consultant, campus counselor, the campus PSP, the Superintendent and the District school Improvement officer. The grant planning team was led by Dr. Sue Thomas, BISD Superintendent, and included Dr. Susana Garcia, BISD Director of Curriculum and Instruction, Dr. Linda Thomas, PSP, Dr. Daniel Pearce, Chair of TAMU-CC Graduate Education Programs and Dr. Becky Simonson, a school restructuring and educational reform specialist. Dr. Pearce and Dr. Simonson spent two semesters making weekly campus visits, engaging in formal and informal focus groups and provide an external perspective to the grant team. Dr. L. Thomas is the PSP and has worked with the school leadership to develop preliminary strategies and goals. The broader planning team included 24 faculty/staff (**80% of the campus involved**) members from Thomas Jefferson; 25 parents/grandparents/ guardians of students currently in Thomas Jefferson or students who will be attending the school in 2014/15; and 18 students who attend Thomas Jefferson or will attend Thomas Jefferson in the upcoming school year.

Gather Data: After a review of the current Campus Improvement Plan and Technology Plan it was evident that a fresh look at the school was in order. A big picture was developed in regard to Thomas Jefferson based on a *top-down/outside-in* evaluation. **Multiple data sources were utilized for planning and decision making.** The needs assessment was conducted by school and grant planning team. **After evaluating the relevant data including feeder campus and LEA data**, critical analysis was conducted to target additional research questions. The planning team took their preliminary findings to three focus groups consisting of faculty, parents and students for further investigation.

Due to a variety of related factors, the planning team eliminated the closure and the restart model (there is no other fifth- and sixth-grade campus in the district). Further evaluation indicated the **transformational model would best serve the school and the community**. The three focus group sessions performed a SWOT analysis of Thomas Jefferson, followed by a guided discussion on how to accomplish the CSFs: Improve Academic Performance; Increase the use of quality data to drive instruction; Increase Leadership effectiveness; Increase Learning time; Increase Family and Community Engagement; and Improve School Climate.

Data Analysis: Like most poor, rural school districts, Beeville serves an economically disadvantaged student population with 83% percent of the students qualifying for free or reduced lunch. Beeville is a small town with urban inner city problems. Interrelated cycles of poverty, abuse and neglect are prevalent. Gang issues, bullying, child abuse, sexual abuse, substance abuse, generational poverty, teenage parents, single parent households, blended families, foster care, grandparents raising grandchildren, children living with nonrelatives, emotional disturbance, poor nutritional habits, and childhood diabetes are examples of the endemic problems faced by the students of Thomas Jefferson.

The average child enters Beeville schools in pre-k or kindergarten as language-deficient or delayed. Each year, the struggle to catch up is lost by a few students. By the fifth grade, a number of students have become jaded by a system that lacks relevance to them. **Lack of engagement** was identified by all of the planning teams as a critical problem.

Negative environmental factors and school climate are exacerbated by five state and federal prisons in the service area. In any given grade level, between 15% and 20% of the children have one or more parent incarcerated. Children with a close relative incarcerated dramatically increases the already-alarming statistic. (One percent of the

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Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 013-901

Amendment # (for amendments only):

Part 1: Process Description (cont). A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized, data sources that were reviewed and participants (including stakeholders) in the needs assessment process. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

average U.S. child population has an incarcerated parent.) The number of students in the fifth- and sixth-grade with adjudicated offenses is indicative of the systemic nature of the generational problems faced by Thomas Jefferson.

The outside negative influences contribute to an **overall discipline problem** identified. Thomas Jefferson has the most discipline issues of any school in the district, yet it has only one counselor. Outside support structures and partnerships with social service agencies are lacking. The promising Love and Logic® program used in the ACE (Afterschool Centers on Education) program and the ACE program itself were identified as school strengths.

Teacher effectiveness and engagement is uneven with no consequences for those who are disengaged and no incentives for teachers who excel. The Thomas Jefferson school is a fifth- and sixth-grade campus whose teachers are certified as elementary generalists. Faculty lack math and science backgrounds, making those subject the weakest link; however, critical reading and engagement are also problem areas. The lessons and programs happening at the school are often lackluster and overly reliant on textbooks and worksheets. Technology and resources that are available at the school are unused or underutilized; however, teachers, students and parents see increased technology as a way to improve engagement. The school is organized this year into PODS allowing for flexibility, but the PODS do not all work.

In analyzing what the teachers, parents and students identified as weaknesses in the school program, several similarities were identified and coincided with the findings of the top-down and external analysis. Specific concerns in order of frequency of identification:

- **Discipline and climate** issues were raised by the planning team and every constituency group.
- **Student engagement** issues such as: unmotivated students, boring work, overreliance on worksheets, not enough labs, uninteresting work, lack of intervention and similar comments were universally identified.
- **Lunch and food services** issues including: quality issues were shared by teachers, parents and students. All parent teams and students identified several problems related to lunch: low food quality, insufficient food, lunch too early, lunch too late, no snack/recess. The afterschool snack is too small and very carb-heavy, which is very detrimental to those who have diabetic conditions such as metabolic syndrome and diabetes.
- **Communication, logistics and scheduling** issues were tied as areas of concern for parents (traffic, all schools on same start time, no supervised early a.m. drop-off, bad lunch timing.)
- Teachers cited **irrelevant staff development** and **no consequences** for disengaged teachers and lack of **planning time** to develop high quality lessons and the **wasted time** spent on 'clerical' issues.

Root Cause Analysis: The underlying cause of the problems identified require drilling down to determine which Critical Success Factors (CSF), support structures and district commitments needed to be addressed to transform the school. The district office has committed to the flexibility and organizational support required to address the following root causes identified.

⊙> Leadership crisis ⊙> Faculty lacking knowledge and pedagogical skills; ⊙> Failure to use data driven assessment effectively to inform instruction; ⊙> Lack of support structures to address social and emotional needs of students; ⊙> Lack of relevance and engagement to the curriculum on the part of students; ⊙> Failure to apply a consistent/fair behavioral program ⊙> Lack of clerical/support staff; ⊙>

Prioritize Need: A Cost/Benefit analysis was conducted to determine how to best implement the transformational model to achieve short term goals and create long term sustainable results. **Empowering the campus teachers and staff with the decision making process** they were tasked with conducting a cost benefit assessment of the identified strategies. The following areas were chosen based on high impact/low cost and high impact/high cost: ⊙> Staff Development to increase student engagement and teacher effectiveness, ⊙> Develop a teaching staff who provides high engagement quality lessons ⊙> Increase Academic Time through flex scheduling and increased school day ⊙> Provide support features to students for early intervention ⊙> Provide increased planning time to teachers ⊙> Increase Academic offerings to include fine and performing arts and Robotics and Workplace Technologies, ⊙> Development of a nurturing environment with high expectations, student engagement, equitable enforcement and universal buy in.

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Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 013-901

Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List your top five needs, in rank order of assigned priority.

Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	Student performance in Math, English Language Arts and Science is below the desired standard.	Increased engagement through development and implementation of high quality lessons (Schlechty) has researched effectiveness Interventions based on best practices 3-tiered intervention strategy with early identification, 30- minutes daily of small group instructions increasing to 60 minutes daily for students repeatedly at risk Increased learning time with differentiated instructional programs Workforce Technology Class, fine and performing Arts.
2.	Teaching Staff is not trained as subject area specialist, most are elementary generalists. Teachers are not equipped to handle the special needs of the population of students.	Texas A&M- CC Graduate Education Program will provide: <ul style="list-style-type: none"> on-site courses offering a Masters in Curriculum and Instruction based on appropriate application of research based best practices a campus based math and science mentor to assist with planning, model lessons, observe teaching and provide continuous in class training. Team building activities
3.	Instructional strategies do not engage the students, especially in Math and Science	Increase engagement through development and implementation of high quality lessons using the Schlechty model that has research based proven efficacy Introduce a robotics and workforce technology class, a fine arts class and a performing arts class to the existing curriculum, which research demonstrates enhance learning Provide research based staff development and coaching to improve the overall quality of the teaching skills of the staff members. During the extended learning time and the ACE Program, students will be giving the opportunity to participate in various STEAM activities.
4.	Students behavior and social pressures at home, in school, indicate the need for intervention strategies and counseling	Add a counselor to give more students access to counseling services. Train all staff in the Love and Logic behavior management program to build address the need for better discipline and school environment. All staff will receive training in the Capturing Kids Hearts program to improve the school climate. Contract with an LPC for family and group counseling and to develop community contacts. TAMU-CC will provide staff development, parent training and evaluation and retooling, and on-site coaches.
5.	Students do not see the relevance and connection between the school curriculum and their life and career goals.	The Schlechty Model will provide teachers the tools to create lessons rich in relevance and engagement for the students. Student engagement is key to deep learning and transference of skills. The Robotic and Workforce Technology class will help students with goal setting and career path decision making.

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Schedule #14—Management Plan

County-district number or vendor ID: 013-901

Amendment # (for amendments only):

Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	District Coordinator of School Improvement (DCSI) (required)	Dr. Susana Garza is the District Coordinator of School Improvement. Dr. Garza is the Director of Curriculum and Instruction for the districts. She is certified in Elementary Ed. Has her Guidance and Counseling's Degree/certification and her doctorate is in Educational leadership.
2.	Principal	Ms. Annette Sanchez will be the Thomas Jefferson Principal beginning July 1, 2014. She has over eleven years leadership experience as a curriculum consultant, an assistant principal and as a principal. She has the leadership skills and capacity to build a strong educational team and the willingness to engage in the transformational process.
3.	Lead Partner Instructional Coaches	Three professors from Texas A&M-CC will act as subject specific instructional coaches in Math, Reading and Science. The professors will be experts in transformational teaching strategies and will provide courses, workshops, campus observations, coaching. The content area experts will work with the campus teachers with one or more spending a day at Thomas Jefferson each week and all of the professors will attend and participate in the TRS Institute.
4.	Math/Science Campus Coach	A professor from Texas A&M-CC will be released to work with Beeville ISD full time to provide on campus coaching, mentoring, modeling, lesson creation and vertical alignment. The professor will be an expert in content area integration, specific to math and science at the intermediate level. The chosen professor will have elementary, secondary and college level teaching experience.
5.	Lead Partner leadership Team	Two professors from Texas A&M-CC will conduct training and lead the staff in developing meaningful evaluation instruments, realistic goal setting and development of a sustainable incentive structure that includes cash
6.	External Evaluation	An educational research team consisting of at a minimum of a qualitative and quantitative educational researcher will be identified and provided by the Lead Partner Organization TAMU-CC. The Evaluators will coordinate with the Lead Partners, the DCIS and the PSP to develop a continuous assessment and improvement cycle. The External Evaluation Team will provide formative, interim and summative evaluation to inform continuous program improvement. The team will provide reports for the leadership team and faculty groups at 9-week intervals.
7.	Lead Partner Project Director	Dr. Dan Pearce is the Department Chair for Texas A&M –CC Graduate Studies Program for the Department of Education. He is a reading and curriculum specialist, who has spent the last 15 years in Chairing the Curriculum and Instruction Department and more recently the Educational Leadership Department. Dr. Pearce will devote 25% of his time to the program and visits the district 3 or more times per month.
8.	LPC	One or more LPC will be contracted with to provide additional family counseling/ parent training, group counseling, and staff development. An LPC will be tasked with developing a network of social service providers for the community. The district currently works with Dr. DuBois, child psychologists' staff, and an expansion of services from his staff will be articulated in an MOU.
9.	New Teachers	The district will allow the new principal and her leadership team to interview and select all new program participants including the campus coaches (math, science, reading and technology) art and performing arts teachers, counselor, and pre-service teachers interns. The team will be provided flexibility to choose or not choose existing district employees.

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 013-901

Amendment # (for amendments only):

Part 2: External Providers. Describe the process used to recruit, select and provide oversight to external providers to ensure their quality. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Beeville ISD has recruited the Texas A&M-CC Graduate Education Department to act as the designated lead partner organization. Texas A&M-CC has the experience, skills, expertise and resources to provide a comprehensive support system for Thomas Jefferson and Beeville ISD. This partnership builds on an existing tie to the University as it provides support, evaluation and training to the 21st Century ACE (Afterschool Centers on Education) program and has assisted the ACE program in receiving state recognition for excellence. The partnership is an excellent fit as the University has the organizational capacity to address the systemic issues faced by Thomas Jefferson. The school provides a "living laboratory" to Texas A&M- CC to work with in-service and pre-service teachers in a district setting with a unique service area population.

Texas A&M –CC will provide:

- Staff Development Training in the form of Master/Doctoral level course work, in-services, workshops, on-sight observations, coaching, data driven instructional practices, vertical alignment, intervention and lesson modeling and development.
- Formative, Intermediate and Summative evaluation using qualitative and quantitative methods and multiple data types and resources. The evaluation team will work with the college faculty and school to develop and address program needs.
- Leadership training and growing campus constituency leaders including faculty, parents and students.
- On-site coaching and training with a math/science professor assigned to the site to provide modeling, coaching and engaging lessons as part of the implementation of the Schlechty model.
- Training teachers to be peer coaches, leaders and resources based on Schlechty.
- Develop career awareness and embedded career and job relevance to the instructional program through the use of staff development, field based activities and guided instruction.
- Address climate and cultural issues by guiding implementation of the Love and Logic® program; developing, implementing and monitoring team building activity; and assisting with the formation of community partnerships to address social and emotional needs of students.
- Monitoring and ensuring that timelines and benchmarks are adhered to; ensuring that corrective action is implemented and reporting out to the leadership team and to the district offices on scheduled bases.
- Assist in aligning and streamlining constitutive parts working together (ACE, Intervention, District, Community)

Teachers will be provided with embedded staff development opportunities and opportunities for professional growth. Over the course of three years, the teachers participating in the program will participate in seven master's level classes provided on Thomas Jefferson Campus and the opportunity to take additional courses at TAMU-CC in the summer.

An important concern of teachers is managing students in an engaged environment. Classroom management of engaged and active children is a logistical problem that requires experience and practice to achieve desired results. In conjunction with the ACE program, participants will have the opportunity to do practical work with children in a successful STEM, fine arts, performing arts and engagement-oriented afterschool program. Participants may obtain 120 hours of practical experience working with diverse student populations in ACE as part of a guided teaching program supervised by TAMU-CC. Teachers will adapt useful informal and career STEM learning into the regular classroom. Teachers will work in tandem with the TAMU-CC faculty; and provide a feedback cycle to the TAMU-CC Evaluation team. The researchers will use observational data, teacher feedback and student engagement data to refine the staff development model, and provide guidance in overall program and course specific improvement.

A tentative MOU has been developed and will be formalized and executed upon NOGA. Texas A&M-CC faculty is prepared to assist with the development of the summer transformation training in July as part of a pre-award timeline.

The LPC will be chosen from an existing partnership with a school psychologist that the district contracts with. The Counselor will have a background and expertise in working with group counseling and developing strategic partnerships.

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 013-901

Amendment # (for amendments only):

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The evaluation plan includes both formative and summative components to ensure ongoing monitoring to foster continuous improvement. **Formative** assessment will utilize **multiple assessment tools** and strategies with processes for rich utilization and dissemination of information to various constituencies. Continuous assessment and feedback cycles will be instituted to inform and correct overall program and course specific areas.

Evaluation will include assessment and monitoring of program level data such as: participants, attendance, academic reports, instructional artifacts, benchmarks, diagnostic instruments, and state assessments. Observational assessment from external evaluators, peer evaluations, campus coaches and engagement observations will be conducted for school wide, (climate) classroom (environment), and individual teacher's effectiveness.

Evaluation will be tied to objective performance measures and indicators of program milestones that are clearly tied to the intended results of the School Transformation Program. Both qualitative and quantitative data will be captured as part of the evaluation process. The Lead Partner Organization, Texas A&M-CC will provide training and assistance in the development of measurable and appropriate benchmarks, targets and milestones. Texas A&M-CC will assist in the formulation, training and implementation of rich **multiple assessment tools**; and will work with the District leadership, Campus leadership, Departments and Individual classroom teachers to **utilize the assessment data to inform continuous program improvement**.

The products of the ongoing monitoring and formative evaluation will be used to provide timely, regular, and useful feedback to the district and school community on the success and progress of implementation, as well as to identify areas for needed improvement. The plan for ongoing monitoring for continuous improvement will be based on the stated goals and objectives and incorporate the CSFs. The project's processes will be continually reviewed and improved.

Each Quarter a formative program assessment will be completed. All stakeholders' reflections, milestones and progress monitoring tools will be reported out to the entire campus on a school wide planning day, led by TAMU-CC Evaluation Team. TAMU-CC instructional coaches will assist the faculty in aggregation and disaggregation of the findings to develop deep understanding. Proposed corrections will be considered and evaluated by Campus Planning Team, led by the school principal.

The Campus Planning Team will follow the schools Action Plan guidelines. In order to ensure that a process for ongoing monitoring for continuous improvement is implemented, the evaluation design will follow an action plan at the campus level that will:

- Convene regularly scheduled meetings with staff and other stakeholders
- Quarterly (9 weeks) progress monitoring and scheduled program retooling/ modifications as needed
- Resolve issues and challenges in a timely manner, with stakeholders involved and informed throughout the process.

The plan will articulate policies and procedures for facilitating ongoing monitoring and continuous improvement and will be made available and communicated to all staff and stakeholders at the beginning of the project's grant period, as well as available for reference. **The plan will articulate how constituencies will be kept informed in the event of changes.**

The district assures that the campus will meet all required reporting expectations set forth by the Texas Education Agency and the School Improvement Resource Center including the Quarterly Implementation Reports (QIRs), End-of-Year (EOY) Reports and a final evaluation that addresses the following:

- The extent to which the activities of the project were implemented as planned
- The effectiveness of the activities in achieving the goals and objectives of the project
- The impact of the project activities on the participants.

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 013-901

Amendment # (for amendments only):

Part 4: Sustainability and Commitment. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Describe how the LEA will provide continued funding and support to sustain the reform after the grant period ends. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Sustainability refers to the continuation of a project's goals, principles, and efforts to achieve desired outcomes. Sustainability means making sure that the goals of the project continue to be met through activities that are consistent with the current conditions and needs of the school. The goal of the transformational model is to develop a framework for ongoing excellence and success for the Thomas Jefferson intermediate school environment. With this in mind, the school will develop a **sustainability plan as an action item** in the Campus Action Process.

Beeville ISD is committed to using the TTIPS grant as the catalyst for future growth and improvement for Thomas Jefferson, and as an **agent of change** for the district as a whole. Thomas Jefferson is considered the tipping point for the district's ultimate success. The breakdown of student success begins in the intermediate grades: drug use, teen pregnancy, lost motivation, and gang and antisocial behavior all have their roots in the formative years that are housed in the intermediate school. By junior high school, many of the students are already lost to truancy, crime and drugs. The district restructured to grade-level campuses recently to focus the time, effort and attention on the intermediate grades.

The desire to sustain this project is unanimous among all stakeholders. The district and the school **established buy in from all constituencies** through a transparent process in planning and development of the proposed transformation restructuring. The development team included 80% of the current teachers, 25 parents and 18 students to produce a program that would have legitimacy and support. The people who have to make the program work have an **ownership interest** in seeing it succeed. The project has already developed a positive buzz in the community.

Ongoing training and open processes will keep the constituencies informed and engaged in the transformation cycle at all stages. Quarterly evaluation and retooling efforts will include all the faculty and support staff and coordinate with district leadership to keep the momentum going forward and keeping all participants on the same page. Parents and students will continue to have input and feedback through this quarterly evaluation and retooling process.

The transformation model being implemented has a strong staff development, leadership development and community development component. At the end of the grant period, the faculty and school constituency will be persuasive voices, advocates and educational leaders to sustain the engaged learning environment and the culture of success. Texas A&M-CC as the lead partner is committed to sustaining the program as part of a longitudinal evaluation research process. The University will continue to provide the consultant and evaluation services past the grant termination. Further, Texas A&M-CC Graduate Education Department is working with Beeville ISD, St. Mary's Charter School and other Region 2 rural schools to develop additional staff development opportunities with the embedded, ongoing support structures that are being utilized in this Transformational Restructuring Services (TRS) Process.

The District recently adopted a single vertical team alignment as part of a commitment to restructuring. The Superintendent has assumed the role of Federal Program Director to **provide more flexibility and control of Federal Resources to the campus level**. In recent budget and evaluation processes the answer "we have always done it that way," is no longer acceptable. The use of financial resources and programs is being evaluated with the goal of 'selected abandonment' in mind. The district is **committed to funding what works, and freeing funding from programs, positions and processes that have outlived their useful life**. The Superintendent is committed to removing principals who are not successful leaders (2 have been removed or reassigned) and **empowering effective campus leaders with the tools, resources, flexibility and authority to achieve excellence**. This has been demonstrated at the high school where the principal was given authority and discretion to repurpose funds when a history position opened through attrition and was no longer needed due to increased participation by dual credit students.

The district embraces the Critical Success Factors required for sustaining the program which are predicated on flexibility, funding and support that goes beyond the commitment of dollars. The district will support the development of evaluation methods, incentive strategies, flexible scheduling that support: Increased academic performance; Increased use of quality data to drive instruction; Increased Leadership effectiveness; Increased Learning time, Increased family and community engagement and Improved School Climate.

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 013-901

Amendment # (for amendments only):

Part 4: Sustainability and Commitment (cont). Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Describe how the LEA will provide continued funding and support to sustain the reform after the grant period ends. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The District currently uses multiple funding resources including: federal, local, state, and grants. The district will coordinate these resources to support the goals and objectives of the TTIPS project. For example, the 21st Century ACE program will provide resources after regular school hours that are used to further enhance student learning. ACE funding is expected to continue past the three years of the TTIPS grant. Examples of how ACE supports and enhances the program goals and objectives include additional tutorials for subject areas in which individual students are struggling; access to more technology, such as using tablets and e-readers to learn; additional STEM programming in the form of robotics; access to afterschool staff that have professional counseling backgrounds for reinforcement of successful student behaviors such as planning ahead, keeping a study schedule, appropriate classroom behavior, appropriate situational responses to bullying, etc.; and focusing on encouraging lifelong learning habits in the form of college & career exploration planning.

The advocacy role of students and parents will help to transform the district culture as the students matriculate to the junior high and high school. Developing and empowering students and parents to demand excellence and engagement will assist in the transformation of the educational community and will assist in breaking the cycle of failure, which is prevalent in the community. The intent and focus of the entire process which utilizes the Schlechty methods to form its basis is to **build internal capacity and increase student achievement** on the campus so that the initiatives are maintained and become part of the culture in the lives of the teachers, staff, and students of Thomas Jefferson. The Schlechty Method focuses on transforming organizations, redefining roles and increasing engagement. Each of these steps will build in a capacity for sustainability.

Transforming Organizations : Systems that regulate behavior in schools are transformed from organizations that produce compliance and attendance to organizations that nurture attention and commitment. Transforming school districts from bureaucracies to learning organizations requires that school leaders make conscious decisions to do so and that these leaders gain the insights and skills needed to develop in others the commitment and capacities to move their agenda forward. District leadership team will participate in the Schlechty training.

Redefining Roles: Transforming bureaucracies into learning organizations requires the redefinition of key leadership roles; everyone's role must change. Leadership development must be linked with system development—neither can be an independent endeavor. If system and leadership development are not aligned, it is unlikely that district and school leaders will develop the skills and capacity to lead change.

Increasing Engagement: The core business of schools is to provide students with content-rich, engaging schoolwork. Engaged leaders and engaged staff create work that engages students at higher levels and increases the likelihood that students will learn those things that schools, parents, and community members want them to learn to be considered well- educated.

The Schlechty Model, Love and Logic®, behavior plan, and Capturing Kids Hearts, engagement plan, will align with and become imbedded in the culture or will be replaced with a program that provides a better fit. The staff development program and training provided by Texas A&M- CC has the potential to profoundly impact the quality of the teaching staff and the districts access to high quality newly graduated teaching staff from the intern pool. In any case the culture will be transformed into one of success which is self-perpetuating.

The Board of Trustees, the Superintendent, and the campus staff have indicated support for the implementation of the program. Additionally, the board and the superintendent have committed to a restructuring of schools that permits flexibility and demands excellence.

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Schedule #15—Project Evaluation

County-district number or vendor ID: 013-901

Amendment # (for amendments only):

Part 1: Evaluation Design. List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	Internal Data Analysis - Quantitative	1.	Compare performance data from benchmarks, Star Early Literacy; and I-Station Math to project milestones that were developed prior to the school year with quarterly targets. Retool as needed to meet Annual Milestones.
		2.	Monitor student attendance, progress grades, and behavior referrals to compare with milestone goals established prior to the school year.
		3.	School climate surveys demonstrating progress toward 95% satisfaction from all constituency groups based on quarterly goals and objectives.
2.	Internal Observations Qualitative	1.	Utilizing student engagement instrument, classroom engagement will increase according to the project milestone that will be established prior to the school year.
		2.	Teacher evaluations will be conducted quarterly by the Principal, the Curriculum Consultant, and / or the Peer Coach to provide feedback to the teachers and to improve overall instruction, with goals achievement being acknowledge and rewarded through established incentive program.
		3.	Qualitative observations using multiple theoretical perspectives and qualitative research approaches to investigate complex educational phenomenon to drill down and find deeper meaning and root causes.
3.	External Evaluation – Data DASHBOARDS, Surveys, Observations and Artifacts.	1.	Program specific goals, observable measures, key indicators and milestones to be evaluated against targets for formative program improvement. A complete list of short term, mid-range and long term goals will be evaluated and monitored compared to established timetables and project milestones.
		2.	Student Engagement Observational Data, Student/Parent and Teacher surveys will demonstrate a trend towards increased student engagement and increased levels of satisfaction and support.
		3.	TRS Checklists, State tests, Benchmark results, Inventories, Timelines and calendars demonstrating completion will be used to ensure progress monitoring and milestone attainment.
4.	Portfolio assessment – Authentic Evaluation/ Action Research Teams	1.	Teachers will create a portfolio of their lessons, artifacts and videos capturing a great lesson that went well and a lesson that was not as well received, each Quarter. Action research teams will provide peer feedback on the Quarterly Cycle. The portfolio's will be reviewed for growth over time.
		2.	Student portfolio's will be created with teachers identifying specific objects for inclusion for everyone, and student's choosing their own artifacts for inclusion. The portfolios will be updated every 9 weeks and transfer on with the students.
		3.	Evaluation team will develop a "Macro" portfolio assessment with quarterly 'snapshots' of PODs, Departments and School Climate for formative and summative evaluation.
5.	Summative evaluation to aid refocusing	1.	Student performance on state mandated test's, attendance and disciplinary referrals performing at or better than program/predicted milestones
		2.	Surveys, focus group sessions of staff, faculty, administrators and parents to identify qualitative data in support of overall program effectiveness
		3.	Longitudinal growth measurement through evaluation of Macro portfolio and selected Portfolios of students and faculty.

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Schedule #15—Project Evaluation (cont.)

County-district number or vendor ID: 013-901

Amendment # (for amendments only):

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Describe how the district will modify its practices or policies, if necessary, to enable schools to implement interventions fully and effectively. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The evaluation plan includes both formative and summative components to ensure ongoing monitoring for continuous improvement. **Formative** assessment will utilize **multiple assessment tools** and strategies with processes for rich utilization and dissemination of information to various constituencies. Continuous assessment and feedback cycles will be instituted to inform and correct overall program and course specific areas.

Evaluation will include assessment and monitoring of program level data such as: participants, attendance, academic reports, instructional artifacts, benchmarks, diagnostic instruments, and state assessments. Observational assessment from external evaluators, peer evaluations, campus coaches and engagement observations will be conducted for school wide, (climate) classroom (environment), and individual teacher's effectiveness.

Evaluation will be tied to objective performance measures and indicators of program milestones that are clearly tied to the intended results of the Transformation Program. Both qualitative and quantitative data will be captured as part of the evaluation process. The Lead Partner Organization, Texas A&M-CC, will provide training and assistance in the development of measurable and appropriate benchmarks, targets and milestones. TAMU-CC will assist in the formulation, training and implementation of rich multiple assessment tools and will work with the District leadership, Campus leadership, Departments and Individual classroom teachers to utilize the assessment data that is aggregated and disaggregated to inform continuous program improvement.

The overall responsibility for implementing the project's evaluation plan, at the campus level, is the responsibility of the Principal, the District Coordinator of School Improvement, and the Lead Partner Project Coordinator. The lead partnership organization, Texas A&M – CC will assist with the development of Quarterly Evaluation Calendar with timelines and deliverables and will provide monitoring and feedback to the Campus Team, the leadership team and the faculty groups by PODs and Departments.

The products of the ongoing monitoring and formative evaluation will be used to provide timely, regular, and useful feedback to the district and school community on the success and progress of implementation, as well as to identify areas for needed improvement. In order to ensure that a process for ongoing monitoring for continuous improvement is implemented, the evaluation design will follow an action plan at the campus level that will:

- Convene regularly scheduled meetings with staff and other stakeholders
- Quarterly (9 weeks) progress monitoring and scheduled program retooling/ modifications as needed
- Resolve issues and challenges in a timely manner, with stakeholders involved and informed throughout the process.

The plan will articulate policies and procedures for facilitating ongoing monitoring and continuous improvement and will be made available and communicated to all staff and stakeholders at the beginning of the project's grant period, as well as available for reference.

The district assures that the campus will meet all required reporting expectations set forth by the Texas Education Agency and the School Improvement Resource Center including the Quarterly Implementation Reports (QIRs), End-of-Year (EOY) Reports and a final evaluation that addresses the following:

- The extent to which the activities of the project were implemented as planned
- The effectiveness of the activities in achieving the goals and objectives of the project
- The impact of the project activities on the participants.
- The extent to which the performance targets were met.

Nine-week formal benchmarks will be developed in conjunction with the teachers, administration and lead partner. The lead partner has committed to provide observations and coaching to assist the school in developing multiple assessment tools and in using the data effectively. TAMU-CC will aid teachers in developing Action research teams to become a source for long term sustained program growth and development.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 013-901

Amendment # (for amendments only):

Part 1: Intervention Model to be Implemented – Indicate the model selected by the LEA/Campus for implementation.☒ Transformation☐ Turnaround☐ Closure☐ Restart**For TEA Use Only**

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Schedule #16—Responses to Statutory Requirements					
County-district number or vendor ID: 013-901			Amendment # (for amendments only):		
Part 2: Intervention Model Requirements and Timeline (TRANSFORMATION MODEL)— Indicate the activities selected for implementation to fulfill each federal requirement of the selected intervention. The anticipated timeline for implementation of each activity should also be included.					
CSF	Turnaround Principle	Federal Transformation Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Improve Academic Performance	Strengthen the School's Instructional Program	1. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards.	A. Training in the Schlechty Model to guide development of rich lessons to engage students	08/14	07/17
			B. TAMU-CC provided classes and embedded staff development	08/14	05/17
			C. Pilot and Model lessons designed to increase engagement	09/14	05/15
			D. TAMUCC will provide a Visiting Professor to coordinate vertical alignment activities.	01/15	07/17
			E. Evaluate implementation and rework Schlechty teaching model	05/15	07/17
		2. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.	A. Identify the data sources and collection methods to create Key Performance Indicators and DASHBOARDS	08/14	08/14
			B. Train the teachers in using, understanding and applying the assessment data to improve instruction	08/14	05/15
			C. Pilot the assessment and data collection process, streamline the KPIs and DASHBOARDS	09/14	05/15
			D. Evaluate retool and streamline data collection items, methods for next academic year	03/15	05/16
			E. Evaluate and institutionalize data collection processes that are efficacious	03/16	05/17

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CSF	Turnaround Principle	Federal Transformation Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Use of Quality Data to Inform Instruction	Use of Data to Inform Instruction	1. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards.	A. TAMU-CC will assist in development of Key performance Indicators and DASHBOARD items	08/14	08/14
			B. TAMUCC will train teachers to use data to inform and direct instruction.	08/14	05/15
			C. Pilot data driven instructional practices	09/14	05/15
			D. TAMUCC will provide a Visiting Professor to coordinate vertical alignment activities.	01/15	07/17
			E. Retool data driven instruction and evaluate incoming class data	05/15	07/17
		2. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.	A. TAMU-CC will assist in development of Key performance Indicators and DASHBOARD items	08/14	08/14
			B. TAMUCC will train teachers to use data to inform and direct instruction.	08/14	05/15
			C. Pilot data driven instructional practices	09/14	05/15
			D. TAMUCC will provide a Visiting Professor to coordinate vertical alignment activities.	01/15	07/17
			E. Retool data driven instruction and evaluate incoming class data	05/15	07/17

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CSF	Turnaround Principle	Federal Transformation Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Leadership Effectiveness	Providing strong leadership	1. Replace the principal who led the school prior to the commencement of the transformation model.	Annette Sanchez will be the principal. Ms. Sanchez will build strong team and provide a positive climate.	07/01/14	
		2. Use rigorous, transparent, and equitable evaluation systems for principals that take into account data on <i>student growth</i> as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduations rates; and are designed and developed with teacher and principal involvement Definition: <i>Student growth</i> means the change in achievement for an individual student between two or more points in time. For grades in which the State administers summative assessments in reading/ language arts and mathematics, student growth data must be based on a student's score on the State's assessment under section 1111(b)(3) of the ESEA. A State may also include other measures that are rigorous and comparable across classrooms.	A. Texas A&M-CC Ed. Leadership Department will lead development of evaluation: goals benchmarks and timelines with faculty and administrators as part of Transformational Restructuring Summer Institute (TRS 14), benchmarking, retooling and finalizing system TRS 15	08/14	09/15
			B. Texas A&M-CC will lead the development of a peer review system designed to improve instruction based on the Schlechty System.	10/14	12/16
			C. During the TRS Institute 14 leadership and faculty will set professional goals, benchmarks, and calendars for Academic year. Every nine weeks the program will be monitored for benchmark, formative, interim and summative evaluation	08/14	06/15
			D. During the TRS Institute 15 leadership and faculty will review previous accomplishments, set individual and team professional goals, benchmarks, and calendars for Academic year	07/15	06/16
			E. During TRS Institute 16 leadership and faculty leaders will review, evaluate and set individual and team goals for academic year.	07/16	06/17

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CSF	Turnaround Principle	Federal Transformation Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Leadership Effectiveness	Providing strong leadership	3. Identify and reward school leaders who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so.	A. Texas A&M-CC Ed. Leadership Department in Transformational Restructuring Summer Institute (TRS 14) will assist in developing goals and incentives for school leaders and faculty.	08/14	09/15
			B. An incentive program which includes pay, access to additional supply money, and professional development opportunities will be piloted.	09/14	06/15
			C. Incentive program will be evaluated and reworked based on effectiveness and feedback of pilot year and implemented	02/15	06/16
			D. Incentive program will be evaluated , finalized and institutionalized and implemented	02/16	07/17
		4. Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates.	A. Calendar and additional time were adjusted with the feedback of parents/teachers and staff for the 2015 school year as part of the planning process	03/14	09/14
			B. PODS support flexible scheduling within academic teams and will be continued for the 2015 academic year	08/14	08/15
			C. Action Research will be undertaken to identify and maximize the benefits of alternative scheduling, flexibility and to understand budgeting	01/15	07/17
			D. Operational flexibility will be implemented at a greater degree based on Action Research and planning	06/15	07/17

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CSF	Turnaround Principle	Federal Transformation Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Learning Time	Redesigned School Calendar	1. Establish schedules and strategies that provide increased learning time (using a longer day, week or year)	A. Reading, Math and Technology coach will start programming at 7:00 am, and run extended day services from 4:00-5:00.	08/14	06/17
			B. School day will run an additional ½ hour per day in the afternoon.	08/14	06/17
			C. Extended year and optional extended year services.	08/14	06/17
		2. Provide additional time for instruction in core academic subjects including English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography.	A. PODS have flexible scheduling within academic team and will continue for 2015 academic year	08/14	06/17
			B. Fine Arts Program will added to the curriculum	08/14	06/17
			C. Robotics and Workforce Technologies class will be added to curriculum to enhance reading, math and science	08/14	06/17
		3. Provide Additional time for instruction in other subjects and enrichment activities that contribute to a well-rounded education, including, for example, physical education, service learning, and experiential and work based learning opportunities that are provided by partnering, as appropriate, with other organizations.	A. Robotics and Workforce Technologies class will include job skills; experiential learning and service learning components.	08/14	06/17
			B. Fine Arts Program will added to the curriculum	08/14	06/17
			C. Action Research teams will evaluate and implement units and experience based learning	04/16	07/17
		4. Provide additional time for teachers to collaborate, plan, and engage in professional development within and across grades and subjects.	A. Teacher planning time will be extended and planning days added	08/14	07/17
			B. Pre-service teacher interns will be employed to assist with clerical and other duties for each pod.	09/14	05/17
			C. Additional Planning Days will be added to the calendar	08/14	07/17

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CSF	Turnaround Principle	Federal Transformation Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Parent / Community Engagement	<i>Ongoing Family and Community Engagement</i>	1. Provide ongoing mechanisms for family engagement	A. Coordinate efforts with the Family Engagement Special from the 21 st Century Grant Program	08 /14	Ongoing
			B. Flexible conference times including morning and evening.	11/14	06/17
			C. Open house, student performances, art shows	09/14	05/17
			D. Ensure all teachers are trained and using the parent portal	01/15	Ongoing
			E.		
		2. Provide ongoing mechanisms for community engagement	A. Develop strategic partnerships	01/15	Ongoing
			B. Service learning opportunities for students to engage community.	08/15	07/17
			C. Open house, student performances, art shows	09/14	05/17
			D.		
			E.		

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CSF	Turnaround Principle	Federal Transformation Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Improve School Climate	Improve School Climate	Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization.	A. Implement the Love and Logic behavioral management program	08/14	Ongoing
			B. Retrain teachers in Capturing Kids Hearts	01/15	07/16
			C. Lead Partner TAMU-CC will provide ongoing, intensive technical assistance and related support including: evaluation, feedback and support services	08/14	Ongoing
			D. Quarterly formative evaluation measures including surveys, KPI's and DASHBOARDS.	10/14	Ongoing
			E. Evaluate and retool program and climate issues based on summative evaluation	04/15	annually

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CSF	Turnaround Principle	Federal Transformation Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Teacher Quality	Ensure Effective Teachers	1. Use rigorous, transparent, and equitable evaluation systems for teachers that Take into account data on <i>student growth</i> as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduations rates; and are designed and developed with teacher and principal involvement Definition: <i>Student growth</i> means the change in achievement for an individual student between two or more points in time. For grades in which the State administers summative assessments in reading/ language arts and mathematics, student growth data must be based on a student's score on the State's assessment under section 1111(b)(3) of the ESEA. A State may also include other measures that are rigorous and comparable across classrooms.	A. Texas A&M-CC Ed. Leadership Department in Transformational Restructuring Summer Institute (TRS 14) will assist in developing goals and incentives for school leaders and faculty.	08/14	09/15
			B. Identification of Multiple Assessment Instruments which will be used to evaluate instruction for continuous improvement	08/14	09/15
			C. Development and Identification of Key Performance Indicators and Benchmarks	08/14	09/15
			D. Formative Assessment , peer evaluation and coach evaluations	09/14	Quarterly
			E. Piloting of assessment instruments and peer review measures.	12/14	05/15
			F. Evaluation and retooling of Assessment of instruction processes.	03/15	08/15
			G. Portfolio and individual growth measures	09/14	Quarterly
			H. Imbedded Assessment program which includes student growth, KPI, portfolio and individual goals/ professional growth items and incentive structure.	09/15	Ongoing
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CSF	Turnaround Principle	Federal Transformation Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Teacher Quality	Ensure Effective Teachers	2. Identify and reward teachers and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so.	A. Teachers will develop personal and group goals and timelines to be eligible for incentives	08/14	Ongoing
			B. A teacher compact with cash, supply money, and professional development opportunities delineated will be developed and signed for year one.	08/14	12/14
			C. Evaluate and re-tool the teacher compact (incentive) for year two.	02/15	06/16
			D. Establish a teacher evaluation program that allows for removal of teachers, who after ample opportunity, do not improve.	08/15	Ongoing
		3. Provide staff ongoing, high quality, job-embedded professional development (e.g., regarding subject specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies.	A. TAMU-CC, lead partner will provide courses on campus in Curriculum and Instruction: Math, Reading and Science Strands.	08/14	15/17
			A. TAMU-CC, lead partner will provide on campus coaches to model, plan and collaborate with teachers weekly.	08/14	15/17
			C. TAMU-CC, lead partner will lead TRS Institutes each summer on Thomas Jefferson campus	08/14	07/17
			D. TAMU-CC will provide ongoing Transformational Restructuring Services through an on-campus visiting professor.	01/14	07/17
			E. Love and Logic Training and retraining activities	08/14	Ongoing
			F. Schlechty method and training will be embedded in the school day and ongoing part of Action Research program	08/14	Ongoing

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CSF	Turnaround Principle	Federal Transformation Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Teacher Quality	Ensure Effective Teachers	4. Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation / turnaround school.	A. Texas A&M-CC Ed. Leadership Department in Transformational Restructuring Summer Institute (TRS 14) will assist in developing goals and incentives for school leaders and faculty.	08/14	09/15
			B. An incentive program which includes pay, access to additional supply money, and professional development opportunities will be piloted.	09/14	06/15
			C. Implemented Incentive program will be evaluated , reworked based on effectiveness and feedback of pilot year to include increased opportunity for promotion and career growth.	02/15	06/16
			D. Incentive program will be evaluated , finalized and institutionalized and implemented	02/16	07/17

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CSF	Turnaround Principle	Federal Turnaround Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Improve Academic Performance	<i>Strengthen the School's Instructional Program</i>	1. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards.	A.		
			B.		
			C.		
			D.		
			E.		
		2. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.	A.		
			B.		
			C.		
			D.		
			E.		

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CSF	Turnaround Principle	Federal Turnaround Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Use of Quality Data to Inform Instruction	Use of Data to Inform Instruction	1. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards.	A.		
			B.		
			C.		
			D.		
			E.		
		2. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.	A.		
			B.		
			C.		
			D.		
			E.		

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CSF	Turnaround Principle	Federal Turnaround Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Leadership Effectiveness	Providing strong leadership	1. Replace the principal.	Provide name and date of hire for principal or date of anticipated replacement:		
		2. Grant principal sufficient operational flexibility (including in staffing, calendars / time, and budgeting) to implement a fully comprehensive approach in order to substantially improve student achievement outcomes and increase high school graduation rates.	A.		
			B.		
			C.		
			D.		
			E.		
		3. Adopt a new governance structure, which may include, but it not limited to, requiring the school to report to a new "turnaround office" in the LEA or SEA, hire a "turnaround leader" who reports directly to the Superintendent or Chief Academic Officer, or enter into a multi-year contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability	A.		
			B.		
			C.		
			D.		
E.					

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CSF	Turnaround Principle	Federal Turnaround Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Learning Time	Redesigned School Calendar	1. Establish schedules and strategies that provide increased learning time (using a longer day, week or year)	A.		
			B.		
			C.		
		2. Provide additional time for instruction in core academic subjects including English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography.	A.		
			B.		
			C.		
		3. Provide Additional time for instruction in other subjects and enrichment activities that contribute to a well rounded education, including, for example, physical education, service learning, and experiential and work based learning opportunities that are provided by partnering, as appropriate, with other organizations.	A.		
			B.		
			C.		
		4. Provide additional time for teachers to collaborate, plan, and engage in professional development within and across grades and subjects.	A.		
			B.		
			C.		

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CSF	Turnaround Principle	Federal Turnaround Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Parent / Community Engagement	<i>Ongoing Family and Community Engagement</i>	Provide appropriate community-oriented services and supports for students.	A.		
			B.		
			C.		
			D.		
			E.		
Improve School Climate	<i>Improve School Climate</i>	Provide appropriate social-emotional services and supports for students.	A.		
			B.		
			C.		
			D.		
			E.		

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CSF	Turnaround Principle	Federal Turnaround Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Teacher Quality	Ensure Effective Teachers	1. Using locally adopted competencies to measure effectiveness of staff who can work within the turnaround environment to meet the needs of students, screen all existing staff and rehire no more than 50 percent.	A.		
			B.		
			C.		
			D.		
		2. Using locally adopted competencies to measure effectiveness of staff who can work within the turnaround environment to meet the needs of students, select new staff.	E.		
			F.		
			G.		
			H.		

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CSF	Turnaround Principle	Federal Turnaround Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Teacher Quality	Ensure Effective Teachers	3. Provide staff ongoing, high quality, job-embedded professional development (e.g., regarding subject specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies.	A.		
			B.		
			C.		
			D.		
			E.		
		4. Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a turnaround school.	A.		
			B.		
			C.		
			D.		

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Part 2: Intervention Model Requirements and Timeline (RESTART MODEL)— Indicate the activities selected for implementation to fulfill each federal requirement of the selected intervention. The anticipated timeline for implementation of each activity should also be included.

Federal Restart Model Requirements: A restart model is one in which an LEA converts a school or closes and reopens a school under a charter school operator, charter management organization (CMO), or an education management organization (EMO) that has been selected through a rigorous review process (A CMO is a non-profit organization that operates or manages charter schools by centralizing or sharing certain functions and resources among schools, An EMO is a for-profit or non-profit organization that provides "whole-school operation" services to an LEA.) A restart model must enroll, within the grade it serves, any former student who wishes to attend the school.

CSF	Turnaround Principle	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Improve Academic Performance	<i>Strengthen the School's Instructional Program</i>	A.		
		B.		
		C.		
		D.		
		E.		
Increase Use of Quality Data to Inform Instruction	<i>Use of Data to Inform Instruction</i>	A.		
		B.		
		C.		
		D.		
		E.		

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CSF	Turnaround Principle	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Leadership Effectiveness	<i>Providing strong leadership</i>	A.		
		B.		
		C.		
		D.		
		E.		
Increase Learning Time	<i>Redesigned School Calendar</i>	A.		
		B.		
		C.		
		D.		
		E.		

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 013-901

Amendment # (for amendments only):

Part 2: Intervention Model Requirements and Timeline (RESTART MODEL)– Indicate the activities selected for implementation to fulfill each federal requirement of the selected intervention. The anticipated timeline for implementation of each activity should also be included.

Federal Restart Model Requirements: A restart model is one in which an LEA converts a school or closes and reopens a school under a charter school operator, charter management organization (CMO), or an education management organization (EMO) that has been selected through a rigorous review process (A CMO is a non-profit organization that operates or manages charter schools by centralizing or sharing certain functions and resources among schools, An EMO is a for-profit or non-profit organization that provides "whole-school operation" services to an LEA.) A restart model must enroll, within the grade it serves, any former student who wishes to attend the school.

CSF	Turnaround Principle	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Parent / Community Engagement	Ongoing Family and Community Engagement	A.		
		B.		
		C.		
		D.		
		E.		
Improve School Climate	Improve School Climate	A.		
		B.		
		C.		
		D.		
		E.		

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CSF	Turnaround Principle	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Teacher Quality	Ensure Effective Teachers	A.		
		B.		
		C.		
		D.		
		E.		

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Schedule #16—Responses to Statutory Requirements				
County-district number or vendor ID: 013-901			Amendment # (for amendments only):	
Part 2: Intervention Model Requirements and Timeline (CLOSURE MODEL)– Indicate the activities selected for implementation to fulfill each federal requirement of the selected intervention. The anticipated timeline for implementation of each activity should also be included.				
Federal Closure Model Requirements: School closure occurs when an LEA closes a school and enrolls the students who attended that school in other schools in the LEA that are higher achieving. These other schools should be within reasonable proximity to the closed school and may include, but are not limited to, charter schools or new schools for which achievement data are not yet available.				
CSF	Turnaround Principle	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Improve Academic Performance	Strengthen the School's Instructional Program	A.		
		B.		
		C.		
		D.		
		E.		
Increase Use of Quality Data to Inform Instruction	Use of Data to Inform Instruction	A.		
		B.		
		C.		
		D.		
		E.		

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CSF	Turnaround Principle	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Leadership Effectiveness	Providing strong leadership	A.		
		B.		
		C.		
		D.		
		E.		
Increase Learning Time	Redesigned School Calendar	A.		
		B.		
		C.		
		D.		
		E.		

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CSF	Turnaround Principle	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Parent / Community Engagement	Ongoing Family and Community Engagement	A.		
		B.		
		C.		
		D.		
		E.		
Improve School Climate	Improve School Climate	A.		
		B.		
		C.		
		D.		
		E.		

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CSF	Turnaround Principle	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Teacher Quality	Ensure Effective Teachers	A.		
		B.		
		C.		
		D.		
		E.		

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 013-901

Amendment # (for amendments only):

Part 3: District Capacity: Describe the actions the district has taken, or will take, to determine its capacity to provide adequate resources and related support to the applicant priority school in order to implement, fully and effectively, the required activities of the school intervention model it has selected. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Beeville ISD has the Capacity to provide adequate resources and related support. **The proposed project will be coordinated with similar and related efforts using existing resources and facilities and with other appropriate community, state, and federal resources to maximize the effectiveness of grant funds.**

The District currently uses multiple funding resources including: federal, local, state, and grants. The district will coordinate these resources to support the goals and objectives of the TTIPS project. For example, the 21st Century ACE program will provide resources after regular school hours that are used to further enhance student learning. ACE funding is expected to continue past the three years of the TTIPS grant. Thomas Jefferson is the districts only priority school and district resources, staff and community groups are dedicated to transforming the school climate. Thomas Jefferson is considered the tipping point for the districts efforts. A transformed Thomas Jefferson can act as a catalyst to ignite excellence up the educational chain.

The District recently adopted a single vertical team alignment as part of a commitment to restructuring. The Superintendent has assumed the role of Federal Program Director **to provide more flexibility and control of Federal Resources to the campus level.** In recent budget and evaluation processes the answer "we have always done it that way," is no longer acceptable. The use of financial resources and programs is being evaluated with the goal of 'selected abandonment' in mind. The district is **committed to funding what works, and freeing funding from programs, positions and processes that have outlived their useful life.** The Superintendent is committed to removing principals who are not successful leaders (2 have been removed or reassigned) and **empowering effective campus leaders with the tools, resources, flexibility and authority to achieve excellence.** This has been demonstrated at the high school where the principal was given authority and discretion to repurpose funds when a history position opened through attrition and was no longer needed due to increased participation by dual credit students.

The School Board, the school district leadership and the school district staff embraces the Critical Success Factors required for sustaining the program which are predicated on flexibility, funding and support that goes beyond the commitment of dollars. The district will support the development of evaluation methods, incentive strategies, flexible scheduling that support: Increased academic performance; Increased use of quality data to drive instruction; Increased Leadership effectiveness; Increased Learning time, Increased family and community engagement and Improved School Climate. The campus will have autonomy and control over its own hiring practices and will not be required to accept teachers requesting transfer from within the district.

Eighty percent (80%) of the current faculty, 25 parents and 18 students assisted in development of the transformation model as it is proposed. The parents, teachers and students are already creating a buzz in the local community regarding the exciting program. The school members and community have ownership of the Transformation. **The level of involvement and commitment to the project of all participants, including management, staff, collaborators and partners exceeds expectations and is more than sufficient to ensure the successful implementation of the project goals, objectives, and activities.**

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 013-901

Amendment # (for amendments only):

Part 4: Pre-implementation Timeline (OPTIONAL): Provide a description and timeline of activities that the campus will conduct, or has conducted, during the Spring and /or Summer of 2014 in order to prepare for full implementation of the selected intervention model during the 2014-2015 school year. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The timeline for school wide reform began at the beginning of the 2013/2014 school year when Dr. Pearce, TAMU-CC, Dr. Simonson, Coastal Bend College and Dr. L. Thomas, PSP, were brought in as outside consultants and external evaluators/monitors of the existing Thomas Jefferson School. Tasked with observation, interaction with faculty, students and parents the team brought back a good overview of what was going on at the school and what areas needed to be addressed. The need for new leadership and direction was clear from the start, with the school climate issues, discipline and large patches of apathy on the part of the faculty, staff and students. In the spring a planning team including teachers, the consultant, counselors, the district coordinator or school improvement and Dr. L Thomas the PSP began meeting to identify what are the issues that are leading to the breakdown of the campus.

The Internal planning team identified school climate, discipline, a group of teachers who are apathetic and a lack of student engagement as the primary issues facing the school. Directed to evaluate ways to improve school climate and engagement, the Internal planning team brainstormed researched and evaluated a variety of method or strategies to address the needs of the school. Among the resources suggested was the methods employed by the Schlechty Center.

The District planning team which included the District coordinator of school improvement, the Superintendent, the PCP and the two external evaluators, reviewed the findings of the campus planning team. Several visits to the campus in the spring confirmed the planning team findings. The Top-Down and Outside-In observations also identified existing technology and resources going unused, and a failure to monitor the comings and goings of students, and a prevalence of short-timers being absent on multiple Fridays and Mondays. A review of faculty qualifications exposed a weakness in training and certifications, as most teachers were elementary generalist teaching in specialized fields of ELA, Math and Science. The teachers were assigned bizarre groupings such as the ELA teacher was teaching science, while the Math teacher had social studies. Overall the District evaluation team confirmed a leadership void existed that was allowing the campus to spin directionlessly, like a ship without a rudder.

The planning team had identified the Schlechty Center as a possible solution to some of the instructional problems. The purpose of the Schlechty Center academies is to develop the leadership skills necessary to create and lead in a culture of engagement. The superintendent visited with the Schlechty representatives and found the program intriguing. Texas A&M-CC Graduate Studies office was recruited to develop a framework to lead a campus restructuring event. The partnership with Texas A&M-CC was strengthened and an agreement to act as Lead Partner in the development of a transformational restructuring project was formalized. A grant planning team was named with Dr. Simonson being added at the recommendation of Texas A&M-CC for her experience and expertise in school restructuring, reform.

The veteran principal was informed that she would not be renewed; and a search for a transformational leader was undertaken. The new principal was chosen in early May to begin officially July 1, 2014.

The school planning team headed by the new principal will attend the Schlechty Center Summer Academy June 16-18 in anticipation of the grant award. The planning team will spend the month of July preparing the agenda and planning the activities for the Transformational Restructuring Summer (TRS) Institute 2014 with the assistance of the TAMU-CC lead partnership team.

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Schedule #18—Equitable Access and Participation

County-District Number or Vendor ID: 013-901

Amendment number (for amendments only):

No Barriers

#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Gender-Specific Bias

#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Cultural, Linguistic, or Economic Diversity

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B10	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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County-District Number or Vendor ID: 013-901

Amendment number (for amendments only):

Barrier: Cultural, Linguistic, or Economic Diversity (cont.)

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B15	Provide adult education, including GED and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B18	Coordinate with community centers/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Gang-Related Activities

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C02	Provide counseling	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C04	Provide flexibility in scheduling activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C05	Recruit volunteers to assist in promoting gang-free communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C06	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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County-District Number or Vendor ID: 013-901

Amendment number (for amendments only):

Barrier: Gang-Related Activities (cont.)

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C10	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C11	Establish partnerships with law enforcement agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C12	Provide conflict resolution/peer mediation strategies/programs	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Drug-Related Activities

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D02	Provide counseling	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
D03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D04	Recruit volunteers to assist in promoting drug-free schools and communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
D07	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D08	Provide comprehensive health education programs	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
D09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D10	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D11	Develop/maintain community partnerships	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E02	Provide program materials/information in Braille	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E04	Provide program materials/information on tape	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E05	Provide staff development on effective teaching strategies for visual impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E06	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E07	Format materials/information published on the internet for ADA accessibility	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
E99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Hearing Impairments

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F02	Provide interpreters at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F03	Provide captioned video material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F04	Provide program materials and information in visual format	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F05	Use communication technology, such as TDD/relay	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F06	Provide staff development on effective teaching strategies for hearing impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F07	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Learning Disabilities

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G02	Expand tutorial/mentor programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G03	Provide staff development in identification practices and effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G04	Provide training for parents in early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Physical Disabilities or Constraints

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H02	Provide staff development on effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H03	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 013-901

Amendment number (for amendments only):

Barrier: Inaccessible Physical Structures

#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J02	Ensure all physical structures are accessible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Absenteeism/Tuancy

#	Strategies for Absenteeism/Tuancy	Students	Teachers	Others
K01	Provide early identification/intervention	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K02	Develop and implement a truancy intervention plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K04	Recruit volunteers to assist in promoting school attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K06	Provide before/after school recreational or educational activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K07	Conduct parent/teacher conferences	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K08	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K09	Develop/maintain community partnerships	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K10	Coordinate with health and social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K11	Coordinate with the juvenile justice system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: High Mobility Rates

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L02	Establish partnerships with parents of highly mobile families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L03	Establish/maintain timely record transfer system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Support from Parents

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M02	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 013-901

Amendment number (for amendments only):

Barrier: Lack of Support from Parents (cont.)

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M04	Conduct parent/teacher conferences	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M05	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M06	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M07	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M08	Provide program materials/information in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M11	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M13	Provide adult education, including GED and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M15	Facilitate school health advisory councils four times a year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Shortage of Qualified Personnel

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N02	Recruit and retain teachers from a variety of racial, ethnic, and language minority groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N03	Provide mentor program for new teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N04	Provide intern program for new teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
N05	Provide an induction program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N06	Provide professional development in a variety of formats for personnel	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
N07	Collaborate with colleges/universities with teacher preparation programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Knowledge Regarding Program Benefits

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Amendment number (for amendments only):

Barrier: Lack of Knowledge Regarding Program Benefits (cont.)

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations and newspapers about program activities/benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Transportation to Program Activities

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Barriers

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			

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